University of Rochester  
Warner Graduate School of Education  
Department of Counseling and Human Development

SYLLABUS

EDF 451/452 SUPERVISED INTERNSHIP IN SCHOOL COUNSELING

Fall 2012-Spring 2013

Tuesdays, 4:50-7:30, September 4-December 11, 2012  
January 15-May 3, 2013

Instructors:  Associate Professor Bonnie Rubenstein  
LeChase 493  
275-5163 (Office)  
381-9508 (home)  
brubenstein@warner.rochester.edu

Rafael Outland  
939-5896 (cell)  
Rafael_Outland@yahoo.com

Course Description

This course is a culminating field based experience in a school setting for students working as school counselors under supervision. Weekly university group supervision and on-site supervision are required. The university seminars will be an occasion for interns and instructors to share information and resources and to discuss topics relevant to the internship and to the intern’s future career. By course completion, (two semesters) students are expected to evidence mastery of the basic skills of counseling with individuals, groups, and families, develop appropriate counseling interventions based on student’s needs and commensurate with the student’s skills and to keep appropriate records.
Course Objectives

The major focus of the internship experience is to facilitate the professional and personal growth of the Warner School Master’s student so that upon graduation, the student can function autonomously within a school counseling setting. CACREP Common Core Standards IIG.1b, IIG.1d, IIG.1e, IIG.1f, IIG.1g, IIG.1j are followed in the construction of this course experience.

As part of their Master’s degree, counseling students in the Warner School participate in supervised internship experiences intended to help the student:

1. Experience the work of the school counselor in a professional setting including the following: (IIG.1b)
   - Individual and group counseling, and classroom guidance to promote the academic, career, and personal/social development of students. (SC-D.2)
   - Advocating for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. (SC-F.2)
   - Advocating for school policies, programs and services that enhance a positive school climate and are equitable and responsive to multicultural students’ populations. (SC-F.3)
   - Understanding the influence of multiple factors (e.g., abuse, violence, eating disorders, ADHD, depression) that may affect the personal, social, and academic functioning of students. (SC-G.1)
   - Understanding curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling. (SC-K.3)
   - Conducting programs designed to enhance student academic development. (SC-L.1)
   - Implementing strategies and activities to prepare students for a full range of post-secondary options. (SC-L.2)
   - Implementing differentiated instructional strategies that draw on subject matter and pedagogical content, knowledge, and skills to promote student achievement. (SC-L.3)
• Understanding how to coordinate peer programming interventions and using peer helping strategies in the school counseling program (SC-M.6) (SC-N.5)
• Knowing how to and participating in the design, implementation, management, and evaluation of a comprehensive school counseling program. (SC-O.3) (SC-P.1)
• Planning and presenting school counseling related educational programs for future use with parents and teachers. (SC-P.2)

2. Apply a variety of theoretical strategies (e.g., humanistic, cognitive-behavioral, etc.) for counseling to actual practice.

3. Develop and/or improve the working skills of a counselor including:

• Forming therapeutic relationships, using appropriate assessment tools, and writing clear student records.
• Assess barriers to student development and design and implement prevention and intervention plans related to the effects of diverse factors which impact achievement. (SC-D.3) (SC-H.5)
• Demonstrating the ability to use procedures for assessing and managing suicide risk. (SC-D.4)
• Developing measurable outcomes for school counseling programs, activities, interventions, and experiences. (SC-J.2)
• Analyzing and using data to enhance school counseling programs. (SC-J.3)

4. Understand the social context (e.g., multicultural and developmental issues) in the school work setting and demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (SC-F.1)

5. Learn the variety of laws and ethical guidelines regulating confidentiality, release of records, and methods allowed for intervention and prevention. (IIG.1j)

6. Develop professional identity and demeanor. (IIG.1b)
7. Engage in the life-long learning process of becoming a reflective practitioner alone and with others including understanding counselor supervision models, practices/processes, and limitations of supervision, (IIG.1e)(SC-D.5)

8. Develop skills in collaboration and consultation within multidisciplinary teams and across the relevant systems of care for students and families including: (IIG.1b)
   - Knowing how to build effective working teams of school staff, parents, and community members to promote student development (SC-M.2) (SC-M.3)
   - Knowing the strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children and to address problems that affect student success in school. (SC.M.5) (SC-N.1)
   - Engaging parents, guardians, and families to promote the academic, career, and personal/social development of students. (SC-F.4)
   - Making appropriate referrals to school and/or community resources. (SC-H.4) (SC-N.5)
   - Locating resources in the community that can be used to improve student achievement and success. (SC-N.2)
   - Consulting with teachers, staff, and community based organizations to promote student academic, career, and personal/social development. (SC-N.3)

9. Understand the activities, services and current issues and member benefits of participation in professional organizations. (IIG.1f)

10. Understands school counseling certification, practices, standards, and the effects of public policy on these issues ((IIG.1g)

Course Text

Course Requirements

Each student must complete the following requirements:

1. **Membership in the American Counseling Association and Professional Liability Insurance.** Before beginning the internship, students must become student members of the A.C.A. and obtain their own professional liability insurance, which is available through the A.C.A. without additional charge as a membership benefit. Verification of professional liability insurance is required to begin practice in the field. Liability insurance is generally renewable in January of each year so please check that your insurance is still current before beginning internship. Student must not have any incompletes in academic courses prior to beginning internship.

2. **Arranging Internship.** Requests for an internship and site supervisor are given to the clinical coordinator and placements are made in collaboration with students. The student should have interviewed and confirmed the arrangements for internship prior to the start of the course, but if for some reason something is still not working out, please contact the Clinical Coordinator for School Counseling Internships immediately (Dr. Bonnie Rubenstein, 275-5163 or brubenstein@warner.rochester.edu).

3. **Contract with Site.** After class discussion and self-assessment, write a contract with your site supervisor that describes the expectations you have as an intern as well as those of your site supervisor. This is the time to work together to clarify any differing expectations, to clarify your schedule at the internship site and to discuss preferred communication processes, should modifications to your activities need to occur. A sample contract form will be distributed in class which outlines the areas which need to be addressed and which will be included in the assessment of your performance. A portion of the first class session will be devoted to discussing the contract. Your contract must be completed and received at Warner by September 30, 2012)

4. **Internship Hours.**
Attend class and supervision on Tuesdays from 4:50-6:20 each week and spend two full days (16 hours) or their equivalent per week for 15 weeks in each semester at the internship site doing the work of a school counselor in that setting. Your experience should include a combination of individual counseling, group and/or family counseling, prevention and intervention activities, making appropriate referrals, analyzing and using data, comprehensive school counseling program development and evaluation which addresses the social-emotional, academic, and career development of students (including prevention and intervention activities such as peer helping strategies, suicide prevention and team-building activities).

5. **Daily Log.** Complete a day-to-day log of internship experiences and submit these to the site supervisor on a weekly basis beginning the first week of internship. Copies of the log form will be distributed in class and are also in the internship packet. Students should make additional copies and keep these in a folder for reference. Hours are logged in the CHD database by the department secretary to form an official record of a student’s clinical hours of training.

6. **Session Taping.** Students must make and submit three tapes of client work in session for individual supervision and review. After receiving appropriate informed consent forms (see permission slip in packet) from clients (and parents, if clients are minors), make three tapes of counseling sessions each semester (see examples of permission slips in packet). A tape should be submitted in beginning October, end of October, mid November, mid February, mid March and beginning April. The tapes will be shared with your tape/individual supervisor (and your site supervisor if you like) and excerpts may also be seen by your instructor and peers in training. Be sure you indicate this on your informed consent form. In lieu of a tape, you may invite your group supervisor to observe you conducting a session on site (i.e., live supervision). Rubrics for this assignment can be found in the Internship Manual.

7. **Classroom Etiquette & Student Dispositions.** The departmental policies outlined in the Counseling Student Handbook pertaining to use of technology during class time and to respectful interactions with all members of the learning community are in effect throughout this
course. Non use of computers is strongly preferred in this experiential class format.

8. Attendance. Attendance in class is a professional responsibility. Attendance is critical to your success in your internship experience. You must participate actively in class activities and in group supervision and in all departmental events. More than one unexcused absence per semester or repeated lateness could jeopardize your completion of the internship. Please contact your instructor if there are extenuating events so that accommodations can be designed.

9. Case Presentation. In your supervision group, give a case presentation on one of your students in your internship each semester. More details will follow.

10. Occasional Short Assignments/Experiences at (or related to) the Internship Site. These assignments are based on suggestions from site supervisors who have recommended these as important experiences, particularly useful during the internship. The assignments will be discussed during the internship class.

11. Internship Grading Agreement. Students must sign a copy of the Internship grading agreement that stipulates the grounds for earning a passing grade in the course and the ethical imperatives that must not be breached. This form is kept on file in the department.

12. Collaborative Assessment Process. Students participate in an evaluation process that involves your own self-evaluation as well as the evaluations of your tape supervisor and of your site-supervisor in relation to your progress in mastering professional skills and behavior consistent with the standards of the counseling profession. Evaluation occurs at the mid-point (formative) and end-point (summative) of each semester. A set of forms are available for this purpose with instructions attached. This is the major evaluation activity in the course and its intent is to facilitate discussion and growth (mid-point) as well as assure proficiency to expected levels of professional skill by the completion of the internship. If deficiencies are discovered, discussion with the student, faculty member/clinical coordinator and site supervisor occurs to assure that all opportunity for student growth
and development is considered and a remedial plan is offered. Students cannot finish the course with a passing grade without completing the agreed upon remedial plan to the satisfaction of the supervisor(s) and course instructor.

13. **Participate in one training or professional development experience in the community per semester.** (local conference, Western New York School Counselors Association conference, NYSSCA conference, or school-based professional development opportunity). Document this activity in your final reflective journal submission for the semester. Membership in NYSSCA is strongly encouraged.

14. Keep a **Self-reflective/reflexive Journal** of your responses to key questions and ideas for consideration posed by the group facilitators. Plan to share some of your key reflections and process observations during the small group meetings and to hand in your journals for instructor review three times throughout the semester.

15. **Professional Conduct.** In performance at the internship site and in class sessions, demonstrate growing professional skill and professional behavior consistent with the standards of the counseling profession. Membership in NYSSCA is strongly encouraged. Attendance at one professional meeting is required (i.e., Western New York Annual Renewal & Reflection Conference, NYSSCA Annual Conference, or another meeting approved by the instructor).

**Commitment to Diversity and Inclusion**

The Warner Graduate School of Education and Human Development is dedicated to fostering a learning community that represents and builds on the rich diversity of human experiences, backgrounds, cultures, histories, ideas, and ways of living. Consistent with our dedication to education, leadership, counseling, and human development that can transform lives and make the world more just and humane, we recruit, support and learn with and from students, staff, and faculty from the broadest spectrum of human diversity. Likewise, we seek the same through our interactions with the broader local and global community. See the following link for the Warner School’s statement:
It is expected that our class meetings are supportive environments. A fundamental part of our class work is committing ourselves to fostering an inclusive, anti-oppressive environment where each person takes responsibility for her/his language, actions and interactions. In this course, an anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people. It is important that we listen to each other about how our words and actions are affecting one another and that we talk about a class moment in which something may feel hurtful. This course is an opportunity to practice these social justice skills in our social interactions and academic work.

**Evaluation**

Grading in the course is on a Satisfactory/Not Satisfactory basis. Students must complete all of the requirements to achieve a Satisfactory grade. There is a joint assessment process (self-evaluation and supervisor’s evaluation) and all evaluation is done in the spirit of giving feedback to learn and grow. If issues are encountered, individual discussions will ensue to examine the need for additional opportunities to learn and grow. Students will complete the “Supervision Confidentiality Agreement.”

**Other Information**

If there is any student in this class who has need of accommodations in accordance with the Americans With Disabilities Act or Section 504 or for any other reason, please feel free to confidentially discuss these needs with the instructor early in the course.
## Course Schedule – fall semester 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity &amp; Readings &amp; CACREP Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 4, 2012</td>
<td>Whole Group Gathering</td>
</tr>
<tr>
<td></td>
<td>Discussion on Learning &amp; Reflectivity</td>
</tr>
<tr>
<td></td>
<td>Syllabus Review</td>
</tr>
<tr>
<td>Sept. 11, 2012</td>
<td>Read Sweitzer Chapter 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>The Work that School Counselors Do (IIG.1b)</td>
</tr>
<tr>
<td></td>
<td>Discussion of opening of school issues (Whole Group)</td>
</tr>
<tr>
<td>Sept. 18, 2012</td>
<td>Student Advocacy (SC-F.2)</td>
</tr>
<tr>
<td></td>
<td>Assessing Barriers to Student Development (SC-H.5)</td>
</tr>
<tr>
<td></td>
<td>Whole Group</td>
</tr>
<tr>
<td>Sept. 25, 2012</td>
<td>Supervision Models/Practices</td>
</tr>
<tr>
<td></td>
<td>(IIG.1e)Limitations/Supervision (SC-D.5)</td>
</tr>
<tr>
<td></td>
<td>Small Group Supervision</td>
</tr>
<tr>
<td>October 2, 2012</td>
<td>Read Sweitzer Chapters 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Programs to Enhance the Academic Development Of Students (SC-L.1)</td>
</tr>
<tr>
<td></td>
<td>Whole Group</td>
</tr>
<tr>
<td>October 9, 2012</td>
<td>Individual and Group Counseling of students in school settings (SC-A.2)</td>
</tr>
<tr>
<td></td>
<td>Whole Group</td>
</tr>
<tr>
<td></td>
<td><strong>Journals Due</strong></td>
</tr>
<tr>
<td>October 23, 2012</td>
<td>Prevention/Intervention (SC-D.3)</td>
</tr>
<tr>
<td></td>
<td>Small Group Supervision</td>
</tr>
<tr>
<td></td>
<td>Read Sweitzer Chapters 5, 6, 7</td>
</tr>
</tbody>
</table>
October 30, 2012  Suicide Assessment & Management (SC-D.4)  
Referrals (SC-H.4)  
Small Group Supervision

November 6, 2012  Read Sweitzer Chapters 8 and 9  
Small Group Supervision

November 13, 2012  Small Group Supervision  
**Journals Due**

November 20, 2012  Parent/Guardian/Family Engagement and  
Empowerment (SC-F.4) (SC-M.5) (SC-N.1)  
Whole Group

November 27, 2012  Small Group Supervision

December 4, 2012  Whole Group Activity  
**Journals Due (include report on professional  
Conference or training)**

December 11, 2012  *Last day to hand in completed paperwork  
For fall grading*

**Spring Meeting Dates**

January 15, 2013  Whole Group Gathering  
Discussion of Self-Care and Reflection Goals

January 22, 2013  Multicultural Competencies (SC-F.1)  
Program and Services Advocacy (SC-F.3)  
Small Group Supervision

January 29, 2013  Preparing for Post-Secondary Options (SC-L.2)  
Whole Group

February 5, 2013  Differentiated Instructional Strategies (SC-L.3)  
Small Group Supervision

February 12, 2013  Teamwork and Teambuilding (SC-M.2) (SC-M.3)
February 19, 2013  Peer Programming and Interventions (SC-M.6) (SC-N.4) Small Group Supervision

February 26, 2013  Community Resources (SC-N.2) Small Group Supervision

March 5, 2013  Consultation to promote student development (SC-N.3) (SC-N.5) Whole Group

March 12, 2013  Legal and Ethical Guidelines and Issues (IIG.1j) Small Group supervision

March 19, 2013  Professional Organizations, Professionalism Identity, Demeanor, Certification, & Policy Implications (IIG.1b) (IIG.1g) (IIG.1f) Whole Group

March 26, 2013  Becoming a Reflective Practitioner (IIG.1e) Small Group Supervision

April 1, 2013  Small Group Supervision

April 8, 2013  Interviewing for a Counseling Position Whole Group

April 15, 2013  Resumes, Role-Playing for Job Interviews Small Group Supervision

April 22, 2013  **Journals Due** Whole Group Activity

April 29, 2013  Prepare for Poster Session